



## Hunter-Kinard-Tyler High

7066 Norway Road  
Neeses, South Carolina

<b>Grades</b>	7-12 Middle School	
<b>Enrollment</b>	311 Students	
<b>Principal</b>	Dr. Jonathan Francis, Jr.	803-263-4832
<b>Superintendent</b>	Dr. Floride M. Calvert	803-534-8081
<b>Board Chair</b>	Mr. Aaron Rudd	803-534-8081

# THE STATE OF SOUTH CAROLINA 2009 ANNUAL SCHOOL REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
<b>2009</b>	<b>At-Risk</b>	<b>At-Risk</b>
2008	At-Risk	At-Risk
2007	At-Risk	At-Risk
2006	At-Risk	At-Risk
2005	Below Average	Good

## DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

## SOUTH CAROLINA PERFORMANCE GOAL

By 2010, SC's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

## SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

Percent of students tested in 2008-09 whose 2007-08 test scores were located

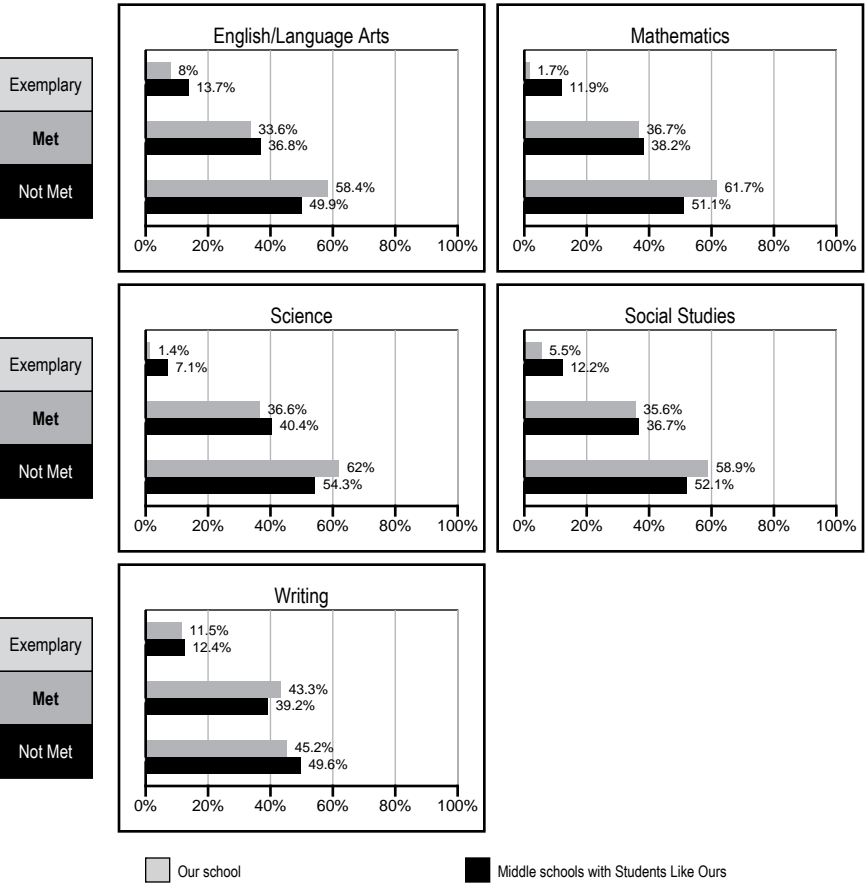
96%

ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS\*

Excellent	Good	Average	Below Average	At-Risk
0	0	8	36	19

\* Ratings are calculated with data available by 06/01/2010.

Palmetto Assessment of State Standards (PASS)



\* Middle schools with Students Like Ours are middle schools with poverty indices of no more than 5% above or below the index for the school.

Definition of Critical Terms

Exemplary	"Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard.
Met	"Met" means the student met the grade level standard.
Not Met	"Not Met" means that the student did not meet the grade level standard.

Abbreviations for Missing Data

N/A–Not Applicable

N/AV–Not Available

N/C–Not Collected

N/R–Not Reported

I/S–Insufficient Sample

End of Course Tests

Percent of tests with scores of 70 or above on:	Our Middle School	Middle Schools with Students Like Ours
Algebra 1/Math for the Technologies 2	73.7%	89.4%
English 1	62.5%	85.9%
Physical Science	N/A	33.8%
US History and the Constitution	N/A	N/A
All Subjects	67.4%	87.7%

School Profile

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n=311)				
Students enrolled in high school credit courses (grades 7 & 8)	32.1%	Up from 4.6%	13.8%	21.6%
Retention rate	5.2%	Down from 7.5%	2.3%	1.2%
Attendance rate	95.6%	Down from 96.6%	95.2%	95.9%
Eligible for gifted and talented	5.6%	Down from 6.2%	6.3%	14.8%
With disabilities other than speech	11.6%	Up from 10.1%	14.1%	12.6%
Older than usual for grade	10.6%	Down from 11.9%	5.0%	2.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	Down from 1.2%	0.3%	0.6%
Annual dropout rate	0.0%	No Change	0.0%	0.0%
Teachers (n=35)				
Teachers with advanced degrees	60.0%	Down from 78.8%	54.5%	56.9%
Continuing contract teachers	45.7%	Up from 36.4%	64.3%	72.7%
Teachers with emergency or provisional certificates	20.0%	Down from 21.9%	14.9%	5.3%
Teachers returning from previous year	73.1%	Down from 75.6%	76.9%	82.9%
Teacher attendance rate	93.7%	Down from 94.8%	95.0%	95.2%
Average teacher salary*	\$46,470	Up 2.3%	\$44,416	\$46,599
Professional development days/teacher	18.6 days	Up from 13.6 days	9.7 days	10.8 days
School				
Principal's years at school	1.0	Up from 0.5	2.0	3.0
Student-teacher ratio in core subjects	16.9 to 1	Up from 15.7 to 1	17.1 to 1	20.1 to 1
Prime instructional time	89.3%	Down from 89.6%	89.0%	89.9%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	74.7%	Up from 51.3%	96.1%	97.8%
Character development program	Excellent	No Change	Good	Good
Dollars spent per pupil**	\$13,555	Up 2.1%	\$9,552	\$7,645
Percent of expenditures for instruction**	54.9%	Up from 52.7%	60.6%	63.4%
Percent of expenditures for teacher salaries**	47.9%	Up from 45.8%	54.7%	57.0%

\* Includes current year teachers contracted for 185 or more days.

\*\* Prior year audited financial data are reported.

Report of Principal and School Improvement Council

The 2008-2009 school year was a memorable one at Hunter-Kinard-Tyler Middle/High School. We are exceptionally proud of our students, faculty, and staff and are pleased to uphold our duty as outlined in the Educational Accountability Act to notify the community of the outstanding things we have going on here at Hunter-Kinard-Tyler Middle /High School.

The Hunter-Kinard-Tyler Middle/High School is basically rural with an agriculture-based economy. Cooperation and interaction between community and school serve to enhance educational programs. This school year was highlighted by gaining recognition as a Palmetto Gold Program Award recipient. The high school also met the federal government criteria for being recognized as meeting Adequate Yearly Progress.

During the 2008-2009 school year, we continued to implement our school's renewal plan and explored creative means of getting more parental involvement in the education of their children including an active volunteer program. Additionally, we infused more rigor into the curriculum; required higher academic expectations of our students; kept a safe academic environment; and providing meaningful professional development opportunities for our faculty and staff remained our top priority.

Among our accomplishment are the following: all fall and winter athletic teams participated in the South Carolina High School League state playoffs; one senior girl made the All-State Girls Basketball Team; the middle and high school band has returned as one of the school's academic and extra-curricular programs; the 44 members of the National Honor Society collected the highest amount ever, \$2,000, for the Leukemia and Lymphoma Society of South Carolina through their Pennies for Patients Campaign; the 2008 first time passing rate for the HSAP was 76%; the on-site PACE Program to address our retention and dropout rates was successfully implemented; every student had membership and actively participated in a school-based club and organization; the school published a yearbook for 2008-09 after not being published for the 2007-08 school year; and there was a significant reduction in the number of referrals and suspension for the 2008-09 school year.

Hunter-Kinard-Tyler Middle/High School's administration, faculty, and staff, along with the involvement of the School Improvement Council, will continue to look for better ways to improve academic progress. We actively solicit and welcome your support in this effort.

Jonathan Francis, Jr. Principal  
Patricia Dangerfield, SIC Chairperson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	27	50	13
Percent satisfied with learning environment	73.1%	77.6%	84.6%
Percent satisfied with social and physical environment	88.5%	67.3%	84.6%
Percent satisfied with school-home relations	50.0%	75.5%	76.9%

\* Only students at the highest middle school grade level and their parents were included.

Abbreviations for Missing Data

School Adequate Yearly Progress

NO

This school met 6 out of 11 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status

School Improvement Key	
NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	N/A	1.7%
Classes in high poverty schools not taught by highly qualified teachers	2.9%	5.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	5.8%	0.0%	No
Student attendance rate	95.6%	94.0%*	Yes

\* Or greater than last year

**PASS Performance By Group**

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary*	District % Met or Exemplary*	State % Met or Exemplary*	Performance Objective Met	Participation Objective Met
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**English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)**

All Students	108	100	56.4	34.7	8.9	58.4	74.9	82.8	No	Yes
<b>Gender</b>										
Male	57	100	69.2	25	5.8	44.2	70	79.3	N/A	N/A
Female	51	100	42.9	44.9	12.2	73.5	80.3	86.5	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	22	100	38.9	50	11.1	77.8	82.5	89.5	I/S	I/S
African American	85	100	59.8	31.7	8.5	54.9	67	73.7	I/S	Yes
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	92.3	I/S	I/S
Hispanic	N/A	N/AV	N/A	N/A	N/A	N/A	52.6	76.5	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	82.5	I/S	I/S
<b>Disability Status</b>										
Disabled	10	I/S	I/S	I/S	I/S	I/S	44.8	52	I/S	I/S
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	66.1	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	46.7	75.1	I/S	I/S
<b>Socio-Economic Status</b>										
Subsided meals	94	100	57.3	37.1	5.6	55.1	69.7	75.5	No	Yes

**Mathematics - State Performance Objective = 57.8% (Met or Exemplary)**

All Students	108	100	62.4	36.6	1	47.5	67.4	78.9	No	Yes
<b>Gender</b>										
Male	57	100	N/AV	N/AV	N/AV	44.2	66.3	77	N/A	N/A
Female	51	100	55.1	42.9	2	51	68.6	80.9	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	22	100	N/AV	N/AV	N/AV	61.1	77.5	87.2	I/S	I/S
African American	85	100	64.6	34.1	1.2	43.9	56	66.7	I/S	Yes
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	93	I/S	I/S
Hispanic	N/A	N/AV	N/A	N/A	N/A	N/A	73.7	76	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	79.5	I/S	I/S
<b>Disability Status</b>										
Disabled	10	I/S	I/S	I/S	I/S	I/S	34.9	45.5	I/S	I/S
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	75.7	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	73.3	76.1	I/S	I/S
<b>Socio-Economic Status</b>										
Subsided meals	94	100	64	34.8	1.1	47.2	61	70.2	No	Yes

\* Adjusted to account for natural variation in performance.

**Abbreviations for Missing Data**

N/A–Not Applicable    N/AV–Not Available    N/C–Not Collected    N/R–Not Reported    I/S–Insufficient Sample

**PASS Performance By Group**

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary
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**Science**

All Students	77	98.7	62	36.6	1.4	38	56.4	67.5
<b>Gender</b>								
Male	40	97.5	77.1	20	2.9	22.9	53.3	67
Female	37	100	N/AV	N/AV	N/AV	52.8	59.7	68
<b>Racial/Ethnic Group</b>								
White	18	100	N/AV	N/AV	N/AV	60	67.9	79.5
African American	59	98.3	67.9	30.4	1.8	32.1	43	50.3
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	84.3
Hispanic	N/A	N/AV	N/A	N/A	N/A	N/A	58.3	60.7
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	71.2
<b>Disability Status</b>								
Disabled	7	I/S	I/S	I/S	I/S	I/S	26.5	35.6
<b>Migrant Status</b>								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	46.1
<b>English Proficiency</b>								
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	59.6
<b>Socio-Economic Status</b>								
Subsided meals	66	100	N/AV	N/AV	N/AV	33.9	48.6	55.1

**Social Studies**

All Students	79	98.7	58.9	35.6	5.5	41.1	59.5	72.3
<b>Gender</b>								
Male	44	97.7	57.5	37.5	5	42.5	60.7	71.5
Female	35	100	60.6	33.3	6.1	39.4	58.1	73.2
<b>Racial/Ethnic Group</b>								
White	17	100	76.9	15.4	7.7	23.1	68.3	80.7
African American	61	98.4	55.9	39	5.1	44.1	50.6	60
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	88.5
Hispanic	N/A	N/AV	N/A	N/A	N/A	N/A	53.8	68
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	72.2
<b>Disability Status</b>								
Disabled	9	I/S	I/S	I/S	I/S	I/S	35	43.5
<b>Migrant Status</b>								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	50.7
<b>English Proficiency</b>								
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	58.3	67.9
<b>Socio-Economic Status</b>								
Subsided meals	69	100	58.5	38.5	3.1	41.5	53	62.1

Abbreviations for Missing Data

N/A–Not Applicable   N/AV–Not Available   N/C–Not Collected   N/R–Not Reported   I/S–Insufficient Sample

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary	School Attendance Rate	District Attendance Rate
Writing										
All Students	115	100	45.2	43.3	11.5	54.8	56.5	70.2	95.6	95.3
Gender										
Male	59	100	63	33.3	3.7	37	48	63.2	95.4	94.9
Female	56	100	26	54	20	74	66.1	77.5	95.8	95.6
Racial/Ethnic Group										
White	26	100	31.6	57.9	10.5	68.4	64.7	79.1	93.3	94.6
African American	88	100	48.8	39.3	11.9	51.2	47.7	57.6	96.2	95.9
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	86.2	N/A	92.6
Hispanic	N/A	N/AV	N/A	N/A	N/A	N/A	47.4	62.6	84.6	96.1
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	68.7	96.7	96
Disability Status										
Disabled	15	100	N/AV	N/AV	N/AV	9.1	12	26.1	93.8	94.5
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	54.7	N/A	93.2
English Proficiency										
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	40	61.2	N/A	96.2
Socio-Economic Status										
Subsidized meals	100	100	47.3	41.8	11	52.7	49.4	58.9	95.8	95

Abbreviations for Missing Data

N/A–Not Applicable   N/AV–Not Available   N/C–Not Collected   N/R–Not Reported   I/S–Insufficient Sample



PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2009	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	48	100	55.8	30.2	14	44.2
	8	60	100	56.9	37.9	5.2	43.1
Mathematics							
2009	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	48	100	60.5	37.2	2.3	39.5
	8	60	100	N/AV	N/AV	N/AV	36.2
Science							
2009	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	48	97.9	60.5	37.2	2.3	39.5
	8	29	100	N/AV	N/AV	N/AV	35.7
Social Studies							
2009	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	48	97.9	69.8	23.3	7	30.2
	8	31	100	43.3	53.3	3.3	56.7
Writing							
2009	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	54	100	47.8	39.1	13	52.2
	8	61	100	43.1	46.6	10.3	56.9

Abbreviations for Missing Data

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